**Grade 5 ELA CCGPS Frameworks - Unit 3**

**Unit Title: The Land of the Unknown**

**Grade Level: 5th**

**Approximate Duration: 6-7 weeks**

**Overview of the unit**

This unit is provided as a sample of lessons and available resources. It is your responsibility to investigate the resources listed here to determine the purpose, text complexity, and appropriateness according to your district. GaDOE does not endorse or recommend the purchase or use of any particular resource. This unit is text/theme neutral. Therefore, lessons are standards based rather than text or theme focused. Suggested texts, themes, and mini- lessons are provided but not required. Each lesson contains activities sequenced as a gradual release towards independence of the standards in the following order: teacher modeling, group practice, independent practice, and assessment. **This unit is designed to include reading and writing standards. The teacher can add specific language standards into the unit that match ELA instruction.** Teachers who are departmentalized will want to collaborate to ensure that they are using common literature and assessments that integrate Science and Social Studies standards. Teachers who are self-contained should understand that the lessons can be combined into a reading/language arts block.

**Writing Assessment to be completed at the end of the unit:**

Writing Prompt: *Informative/Explanatory*

In the story The Phantom Tollbooth, the main character must visit Dictionopolis and Digitopolis. Pretend that you are a lawyer in The Lands Beyond. You must choose a side to represent, Dictionopolis (words) or Digitopolis (numbers). Which side do you think is more important? Why are you choosing to represent Dictionopolis or Digitopolis? Write a summary of your position (words are more important or numbers are more important). Provide a list of reasons to support your position.

**DISCLAIMER: Some lessons may take more than one day to complete. Please use your professional judgment to meet the needs of the student’s in your classroom.**

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| **WEEK 1 AT-A-GLANCE** | | | |
| **Lesson/Learning**  **Targets** | **Standards** | **Reading Skills** | **Resources** |
| **Learning Targets:**  • I CAN quote, explain, and draw inferences from a text.  • I CAN interpret and recognize figurative language in a text.  • I CAN use and identify the relationship between words to better understand individual words. | | | |
| **Lesson 1** | ELACC5RI1  ELCC5RI4  ELACC5SL1  ELACC5W2 | Routine Writing | --- |
| **Lesson 2** | ELACC5L5 | Figurative Language | --- |
| **Lesson 3** | ELACC5L5 | Figurative Language | --- |
| **Lesson 4** | ELACC5L5 | Figurative Language | --- |
| **Lesson 5** | ELACC5L5 | Figurative Language | --- |

**Lesson 1**

**Materials:**

• Discuss all parts of the writing assessment that students will complete at the end of the unit.

• Make sure that you discuss any vocabulary words or concepts that students may have questions about.

• Give students a copy of the rubric that you will use to score their writing assessment.

**Lesson 2**

**Materials:**

• Review the definition of figurative language with students. Make sure that they know that as they read the text The Phantom Tollbooth, they will encounter various types of figurative language.

• The teacher will focus on multiple types of figurative language, word relationships, and nuances in word meaning for the remainder of the week. Choose your own instructional strategy to introduce the concepts in lessons 2-5.

• Discuss and review homographs, synonyms and antonyms with students.

**Lesson 3**

**Choose your own instructional strategy and resource(s) for this lesson.**

• Discuss and review the following types of figurative language: metaphor, similes, and hyperbole

**Lesson 4**

**Choose your own instructional strategy and resource(s) for this lesson.**

• Discuss and review the following types of figurative language: personification and idioms.

**Lesson 5**

**Choose your own instructional strategy and resource(s) for this lesson.**

• Discuss and review the following types of figurative language: allegory and puns.

**IMPORTANT: Students will use Resource A: Milo’s Map, Resource B: Character Chart, Resource C: Unfamiliar Words, Resource D: Figurative Language Chart, and Resource E: Comprehension Questions daily. These resources will not be included or mentioned in the daily lessons. These resources can be used as weekly**

**assessments to make sure students are documenting the information throughout the text. Students will need to reference these resources as they build up to completing the writing assessment.**

**SUGGESTION: Print off a resource packet for each student for easy management.**

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| **WEEK 2 AT-A-GLANCE** | | | |
| **Lesson/Learning**  **Targets** | **Standards** | **Reading Skills** | **Resources** |
| **Learning Targets:**  • I CAN quote, explain, and draw inferences from a text.  • I CAN interpret and recognize figurative language in a text.  • I CAN use and identify the relationship between words to better understand individual words.  • I CAN draw information from literary or informational text.  • I CAN support a point of view with reasons from the text.  • I CAN demonstrate the conventions of Standard English.  • I CAN compare and contrast two or more characters, settings, or events in a story. | | | |
| **Lesson 1** | ELACC5RI5  ELACC5L4  ELACC5L5 | Predictions  Compare and Contrast  Author’s Purpose | **F: Book Cover**  **Predictions** |
| **Lesson 2** | ELACC5RL4  ELACC5L4  ELACC5L5 | Synonyms and  Antonyms | **G: Synonyms and**  **Antonyms** |
| **Lesson 3** | ELACC5RL4  ELACC5RI5  ELACC5L4  ELACC5L5 | Compare and Contrast Character Analysis Similes and Metaphors | **H: Venn Diagram Tasty Names (create on own)** |
| **Lesson 4** | ELACC5RL4  ELACC5L4  ELACC5L5 | Homophones | **I: Homophone Hunt** |
| **Lesson 5** | ELACC5W1  ELACC5W9  ELACC5W10  ELACC5L2  ELACC5L5 | Routine Writing | **J: Writing Prompt** |

**Lesson 1**

**Materials: The Phantom Tollbooth by Norton Juster and Resource F**

• Introduce the author, Norton Juster, to students via the following link. <http://www.scholastic.com/teachers/contributor/norton-juster>You may also want to show students this video <http://tinyurl.com/ladhrpj>**(**WARNING: The author uses a profane word at the end of the video, please preview before showing to students and use your professional judgment to determine whether or not your students should view the video)

• Define the words *phantom* and *tollbooth* for students prior to reading.

• Show students the front cover of the book (image provided). Ask students to make predictions about the book cover.

• Read the back cover to students and have them make additional predictions about the book.

• Read Chapter 1: Milo.

**Lesson 2**

**Materials: The Phantom Tollbooth by Norton Juster and Resource G**

• Read Chapter 2: Beyond Expectations and Chapter 3: Welcome to Dictionopolis.

• In these chapters, there are numerous synonyms. Have students pay attention to the various synonyms throughout the two chapters and have them record them on the Synonyms and Antonyms sheet. Locate information on the origin and importance of letters/words prior to reading chapter 2.

• Students will then identify an antonym for each synonym they have written down.

**Lesson 3**

**Materials: The Phantom Tollbooth by Norton Juster and Resource H**

• Read Chapter 4: Confusion in the Marketplace

• Students will complete the Venn Diagram comparing and contrasting the Humbug and the Spelling Bee

• In this chapter, we learn that A’s taste sweet and delicious and Z’s taste dry and sawdusty.

• Students will create *Tasty Names* using their name and determine what each letter would taste like. Students need to create a simile or metaphor for each of the letters. (A: taste sweet and delicious like honey. Use construction paper and have students get creative with ways to display their name.

**Lesson 4**

**Materials: The Phantom Tollbooth by Norton Juster and Resource I**

• In chapter 5 there are many common words that are homophones. As the chapter is being read, have students pay close attention to homophones they may hear.

• The teacher may want to do a quick oral review on homophones prior to reading this chapter

• Read Chapter 5: Short Shrift

• Students will work with a partner (or independently) and complete the Homophone Hunt activity.

**Lesson 5**

**Materials needed: The Phantom Tollbooth by Norton Juster and Resource J**

**Throughout chapters 1-5, Milo learns the importance of words. He is very impressed by the Spelling Bee. When he gets thrown in jail he vows to learn more about words. Why are words important? Identify 3 ways that not understanding words has gotten Milo thrown into jail. Use evidence from the text to support your response.**

• Students will complete the mini-writing prompt.

**Assessment(s) for Week 2 *(suggested but not limited to):***

• Book Cover Predictions

• Synonyms and Antonyms

• Venn Diagram

• Tasty Names

• Homophone Hunt

• Mini-Writing Prompt

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| **WEEK 3 AT-A-GLANCE** | | | |
| **Lesson/Learning**  **Targets** | **Standards** | **Reading Skills** | **Resources** |
| **Learning Targets:**  • I CAN quote, explain, and draw inferences from a text.  • I CAN interpret and recognize figurative language in a text.  • I CAN use and identify the relationship between words to better understand individual words.  • I CAN find clues in a text to support my inference  • I CAN cite facts and details to support my position on a topic.  • I CAN compare and contrast two or more characters, settings, or events in a story. | | | |
| **Lesson 1** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5SL1 | Idioms | **K: Milo’s Meal** |
| **Lesson 2** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5SL1 | Inferences  Predictions | **L: Milo’s Gifts** |
| **Lesson 3** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5SL1 | Main Idea and Details | **M: Illusions and**  **Reality** |
| **Lesson 4** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5SL1 | Inferences  Predictions | **L: Milo’s Gifts** |
| **Lesson 5** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5SL1 | Compare and Contrast  Inferences  Predictions | **N: Venn Diagram**  **L: Milo’s Gifts** |

**Lesson 1**

**Materials: The Phantom Tollbooth by Norton Juster and Resource K**

• Read Chapter 6: Faintly Macabre’s Story and Chapter 7: The Royal Banquet

• In chapter 7, Milo attends the royal banquet. Milo is confused when he says what he would like and ends up having a “light meal” and a “square meal” that are not fulfilling.

• Milo states that he didn’t know that he would have to “eat his words”.

• Students will work with a partner (or independently) to complete the Milo’s Meal sheet.

**Lesson 2**

**Materials: The Phantom Tollbooth by Norton Juster and Resource L**

• Read Chapter 8: The Humbug Volunteers and Chapter 9: It’s All in How You Look at

Things

• King Azaz gives Milo a box of words in this chapter. Complete the gift from King Azaz section on the Milo’s Gifts sheet.

• Once students have completed this section, have them orally make predictions about how they think this gift will be useful to Milo. Make sure students think of where he received the item(s), who gave it to him, and the location he was in when he received the gift.

**Lesson 3**

**Materials: The Phantom Tollbooth by Norton Juster and Resource M**

• Read Chapter 10: A Colorful Symphony

• Milo knocks on the door of a man who is a giant, a midget, the fat man, and the thin man. Discuss with students why this man feels like he has to have four different jobs so that he is not considered “ordinary” discuss the term *ordinary* with students.

• Milo sees the city of Illusions and says it’s the most beautiful city he’s every seen. He then goes to the city of Reality. These are two difficult concepts for students.

• Students will work with a partner and complete the Illusions and Reality t-charts.

Students will complete one t-chart with the pros and cons of *illusions* and one with the pro and cons of *reality.*

• Once the students have completed the charts, have a class discussion. Have students determine which one would they want to live in and why.

**Lesson 4**

**Materials: The Phantom Tollbooth by Norton Juster and Resource L**

• Read Chapter 11: Dischord and Dynne

• Alec gives Milo a telescope in this chapter. Complete the gift from Alec Bings section on the Milo’s Gifts sheet.

• Once students have completed this section, have them orally make predictions about how they think this gift will be useful to Milo. Make sure students think of where he

**Lesson 5**

**Materials: The Phantom Tollbooth by Norton Juster, Resource N, and Resource L**

• Read Chapter 12: The Silent Valley and Chapter 13: Unfortunate Conclusions

• Students will complete the Venn Diagram comparing and contrasting the Forest of Sight and the Valley of Sound

• The Soundkeeper gives Milo a package of sounds in this chapter. Complete the gift from

The Soundkeeper section on the Milo’s Gifts sheet.

• Once students have completed this section, have them orally make predictions about how they think this gift will be useful to Milo. Make sure students think of where he received the item(s), who gave it to him, and the location he was in when he received the gift.

**Assessment(s) for Week 3 *(suggested but not limited to):***

• Milo’s Meal

• Milo’s Gifts

• Illusions and Reality

• Forest of Sight vs. Valley of Sound Venn Diagram

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| **WEEK 4 AT-A-GLANCE** | | | |
| **Lesson/Learning**  **Targets** | **Standards** | **Reading Skills** | **Resources** |
| **Learning Targets:**  • I CAN quote, explain, and draw inferences from a text.  • I CAN interpret and recognize figurative language in a text.  • I CAN use and identify the relationship between words to better understand individual words.  • I CAN compare and contrast two or more characters, settings, or events in a story.  • I CAN demonstrate the conventions of Standard English. | | | |
| **Lesson 1** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5RI2  ELACC5RI7 | Main Idea and Details | **O: Mr. Dodecahedron** |

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| **Lesson 2** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5SL1 | Predictions | **L: Milo’s Gifts** |
| **Lesson 3** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5W1  ELACC5W9  ELACC5W10 | Routine Writing | **P: Writing Prompt** |
| **Lesson 4** | ELACC5RL4  ELACC5L4  ELACC5L5  ELACC5W1  ELACC5W9  ELACC5W10 | Routine Writing | **Q: Writing Prompt** |
| **Lesson 5** | ELACC5RL4  ELACC5L4  ELACC5L5 | Compare and Contrast | **R: Venn Diagram** |

**Lesson 1**

**Materials: The Phantom Tollbooth by Norton Juster and Resource O**

• Read Chapter 14: The Dodecahedron Leads the Way and Chapter 15: This Way to

Infinity

• Challenge: Have students solve the math problem in chapter 15 on page 188.

• Optional: Students can create a Mr. Dodecahedron of their very own. Students can draw different moods on each of the faces. Additional instructions are available at the

following link <http://tinyurl.com/m4n9dtw>

**Lesson 2**

**Materials: The Phantom Tollbooth by Norton Juster and Resource L**

• Read Chapter 16: A Very Dirty Bird

• The Mathemagician gives Milo a mini version of his magic pencil in this chapter.

Complete the gift from Mathemagician section on the Milo’s Gifts sheet.

• Once students have completed this section, have them orally make predictions about how they think this gift will be useful to Milo. Make sure students think of where he

**Lesson 3**

**Materials: The Phantom Tollbooth by Norton Juster and Resource P**

**Milo, Tock, and the Humbug have an encounter with the Demon of Insincerity. The demon really does not appear the way that he describes himself. Once Milo looks at him through the telescope he says, “It certainly pays to have a good look at things”. What does Milo mean by this statement? How has the telescope saved Milo and his friends? Refer back to what Alec Bings told Milo about the telescope (Chapter 11) when he gave it to him.**

• Read Chapter 17: Unwelcoming Committee

• Students will complete the mini-writing prompt

**Lesson 4**

**Materials: The Phantom Tollbooth by Norton Juster and Resource Q**

**The king tells Milo “so many things are possible just as long as you don’t know they’re impossible”. What does this statement mean? Have you ever been faced with a task that someone else thought was impossible only to prove them wrong? What might have happened if Milo and his friends were unsuccessful rescuing Rhyme and Reason?**

• Read Chapter 18: Castle in the Air and Chapter 19: The Return of Rhyme and Reason

• Students will complete the mini-writing prompt

**Lesson 5**

**Materials: The Phantom Tollbooth by Norton Juster and Resource R**

• Read Chapter 20: Good-by and Hello

• Students will complete the Venn Diagram comparing and contrasting Dictionopolis and

Digitopolis

**Assessment(s) for Week 4 *(suggested but not limited to):***

• Mr. Dodecahedron

• Milo’s Gift

• Writing Prompts (2)

• Venn Diagram

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| **WEEK 5 AT-A-GLANCE** | | | |
| **Lesson/Learning**  **Targets** | **Standards** | **Reading Skills** | **Resources** |
| **Learning Targets:**  • I CAN introduce an informational topic clearly and organized information in paragraphs and sections.  • I CAN link ideas when writing an information piece  • I CAN write a concluding statement or paragraph to support my topic when writing an informational piece  • I CAN cite facts, details, definitions, quotations, and examples to develop an informational topic.  • I CAN use domain specific vocabulary to inform the reader about a topic. | | | |
| **Lesson 1** | ELACC5W2  ELACC5W4  ELACC5W6  ELACC5W9 | Informational text analysis, research, and reflection | **All previously used** |

**Lesson 1**

**Materials: The Phantom Tollbooth by Norton Juster and all previously used resources**

• Students will complete the writing assessment

Writing Prompt: *Informative/Explanatory*

**In the story The Phantom Tollbooth, the main character must visit Dictionopolis and Digitopolis. Pretend that you are a lawyer in The Lands Beyond. You must choose a side to represent, Dictionopolis (words) or Digitopolis (numbers). Which side do you think is more important? Why are you choosing to represent Dictionopolis or Digitopolis? Write a summary of your position (words are more important or numbers are more important). Provide a list of reasons to support your position.**

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| **WEEK 6 AT-A-GLANCE** | | | |
| **Lesson/Learning**  **Targets** | **Standards** | **Reading Skills** | **Resources** |
| **Learning Targets:**  • I CAN compare and contrast the overall structure in two or more text.  • I CAN summarize written text of information presented in diverse media formats  • I CAN analyze visual and multimedia elements | | | |
| **Lesson 1**  **Lesson 2** | ELACC5RI5  ELACC5RL7  ELACC5SL2 | Compare and Contrast | **S: Book vs. Movie** |
| **Lesson 3**  **Lesson 4**  **Lesson 5** | ELACC5RI5  ELACC5RL7  ELACC5SL2 | Compare and Contrast | **T: Magical Worlds**  **Choice Board**  **U: Magical Words**  **Rubric** |

**\*\*\*Students will present their Magical Worlds project the following week 7\*\*\* Lesson 1 and Lesson 2**

**Materials: Resource S**

• Students will view the movie *The Phantom Tollbooth via*  <http://tinyurl.com/lfv9rgd>(This video is from YouTube. It is from 1970 and somewhat grainy. Please view before showing to students)

• As students watch the movie, they need to note the differences between the book and the movie.

• Students will record the differences on the Book vs. Movie sheet

**Lesson 3, Lesson 4, and Lesson 5**

**Materials: Resource T**

• Students will work with a partner for this next assignment.

• Choose one of the following text to compare and contrast with The Phantom Tollbooth: The Lion, the Witch, and the Wardrobe, Harry Potter and the Sorcerer’s Stone, The Wizard of Oz, or Alice in Wonderland.

• Create a project based on the questions listed on the *Magical Worlds Choice Board.*

• Students will present their projects the following week. If students need additional time to complete their project, use week 7 (not listed) and have students present their projects

at the end of the week.

---END OF UNIT---

**Summative (Performance-based) Assessment**

Writing Prompt: *Informative/Explanatory*

**In the story The Phantom Tollbooth, the main character must visit Dictionopolis and Digitopolis. Pretend that you are a lawyer in The Lands Beyond. You must choose a side to represent, Dictionopolis (words) or Digitopolis (numbers). Which side do you think is more important? Why are you choosing to represent Dictionopolis or Digitopolis? Write a summary of your position (words are more important or numbers are more important). Provide a list of reasons to support your position.**

**Literature Resources**

• The Phantom Tollbooth by Norton Juster

**Resources**

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| **A.** | Milo’s Map |
| **B.** | Character Chart |
| **C.** | Unfamiliar Words |
| **D.** | Figurative Language Chart |
| **E.** | Comprehension Questions |
| **F.** | Book Cover Predictions |
| **G.** | Synonyms and Antonyms |
| **H.** | Venn Diagram (Humbug vs. Spelling Bee) |
| **I.** | Homophone Hunt |
| **J.** | Writing Prompt (Words) |
| **K.** | Milo’s Meal |
| **L.** | Milo’s Gifts |
| **M.** | Illusions and Reality |
| **N.** | Venn Diagram (Forest of Sight vs. Valley of Sound) |
| **O.** | Mr. Dodecahedron |
| **P.** | Writing Prompt (Good Look) |
| **Q.** | Writing Prompt ( Possible and Impossible) |
| **R.** | Venn Diagram (Dictionopolis vs. Digitopolis) |
| **S.** | Book vs. Movie |
| **T.** | Magical Words Choice Board |
| **U.** | Magical Words Rubric |

----------UNIT RESOURCES CAN BE FOUND IN THE ATTACHED PDF DOCUMENT(S)----------